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ABSTRACT

Program statistics, coordination with other federal programs, community and parent involvement, and descriptive evaluations of corrective reading, corrective math, the Broyhill Home for Children, staff development, and parent involvement are provided in this evaluation of North Carolina's Haywood County Schools. A section on the effects of Title I programs on educationally deprived public and non-public school children, as well as those activities that contribute the most to their achievement is also included. A comparative study of the results presented in this report and a subjective review of the performance of Title I children indicate that the reading program is enabling children on the average to hold their own in terms of achievement and that it is allowing for significant progress. The corrective math component also produces positive results. Among the activities that contribute the most in improving the achievement of educationally deprived are a reorganization of the Title I program to concentrate on a limited number of high priority areas such as corrective reading and math, the establishment of reading laboratories, and increasing awareness of the need for a diagnostic-prescriptive approach to the educational needs of children. (Author/AM)

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ED121900

HAYWOOD COUNTY SCHOOLS

TITLE I, ESEA

ANNUAL EVALUATION REPORT

FY 1975

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TABLE OF CONTENTS

TITLE I, ESEA Evaluation Report - FY 1975

Haywood County Schools

Section

1. Program Statistics 1

2. Coordination with Other Federal Programs 3

3. Community and Parent Involvement 5

4. Effects on Educationally Deprived

   A. Educationally Deprived Public School Children. . 7

   B. Educationally Deprived Non-Public School Children 12

   C. Activities Contributing Most 13

5. Descriptive Evaluations

   A. Corrective Reading 15

   B. Corrective Math 21

   C. Broyhill Home for Children 26

   D. Staff Development 32

   E. Parent Involvement 35

6. ESEA, Title I Test Reports 37

   Appendix A 47

   Appendix B 48

   Appendix C 49

PROGRAM STATISTICS REPORT

Title I ESEA - FY 1975

Combined Part A, Part C and Carry over

Haywood County	440
School District	Code

Regular Term [X]
Summer Term [ ]

A PARTICIPATION STATISTICS

1 Unduplicated County by Grade, Public and Non-Public

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Public	0	106	84	136	296	258	260	191	118	0	0	0	0	1449
Non-Pub	0	2	4	1	5	0	2	0	0	0	0	0	0	14
											GRAND TOTAL			1463

2 Participants by Handicap

Mental Retard	Hard of Hearing	Deaf	Speech Impaired	Visual Handic.	Emotion-Disturb.	Crippled	Health Impaired
0	0	0	0	0	0	0	0

3 Participants in program for Neglected

13

4 Parents of Title I Participants who participated in advisory committees and in Title I Program Activities

School Advisory Committee	District Advisory Committee	Title I Activities
53	18	45

B STAFFING STATISTICS (Express in Terms of full-time equivalents)

1 Total

Professional		Para-Professional	
Public	Non-Public	Public	Non-Public
13	0	18	0

2 Staff Development Participants

Staff Development Funded from other sources

Teachers	Aides	Administrators	Supervisors	All Other
0	0	0	0	0

C EXPENDITURES (Rounded to nearest dollar)

1 Expenditure for

Staff Development				Parent Councils	Parent Activities
Kind.	Reading	Math	All Other		
0	0	0	0	0	0

2 Expenditures for Salaries

Teachers							
Kind.	Elem.	Sec.	Handicap.	Aides	Super.	Admini.	Counsel.
0	124,571.00	0	0	78,507.00	0	12,000.00	0

Psy.	Test	Soc.Wk.	Attend.	Nurse	Clerical	Other
0	0	0	0	0	0	0

D PARTICIPANTS, STAFFING AND EXPENDITURES BY INSTRUCTIONAL ACTIVITY

1 Participants

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
0	1280	209	0	0	0	0	0

2 Staffing (Full Time Equivalents)

	Kind.	Reading	Math	Handicap	(1)	(2)	(3)	(4)
Prof.	0	10.34	2.34	0	0	0	0	0
Para-P.	0	17.25	.75	0	0	0	0	0

3 Expenditures (Rounded to nearest dollar)

Kind.	Reading	Math	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
0	186,979.00	16,652.00	0	0	0	0	0

E PARTICIPANTS, STAFFING AND EXPENDITURES BY SUPPORT SERVICES

1 Participants

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
0	0	0	0	0	0	0	0

2 Staffing (Full Time Equivalents)

	Guid.	Health	Soc.Work	Handicap	(1)	(2)	(3)	(4)
Prof.	0	0	0	0	0	0	0	0
Para-P.	0	0	0	0	0	0	0	0

3 Expenditures (Rounded to nearest dollar)

Guid.	Health	Soc.Work	Handicap	Others (Specify in Columns 1-4) (1)	(2)	(3)	(4)
0	0	0	0	0	0	0	0

SECTION II

COORDINATION WITH OTHER FEDERAL PROGRAMS

Haywood County participated in the following programs funded totally or in part with federal monies during FY 1975. In some cases this unit was the applicant agency; in others, Haywood County was one of several counties who participated cooperatively.

Title I Regular - Educationally Disadvantaged
Title I Carry Over 1974 - Educationally Disadvantaged
Title I Part C - Educationally Disadvantaged
Title I Migrant - Regular year and summer programs
Title II - Library Books and A-V Materials
Title II - Seven County Project Media - Film Coop
Title VI - Day Camp for mentally retarded - WCU
Title VI - Mobile Speech and Hearing Unit operated among several western counties
Title VI - Pre-school Handicapped Project
NDEA - Equipment and non-consumable Instructional Supplies
Head Start - Year round pre-school activities for meeting special needs of children
VEA - Vocational Equipment, Materials, and Personnel
Mountain Projects, Incorporated - CAA for a variety of projects, some of which are related to school programs
Department of Social Services
Haywood County Health Department
Neighborhood Youth Corps - In-school and out-of-school employment program for the disadvantaged
School Food Service - Lunch and breakfast program
Title III - Adaptor/Adapter Grants
State of Franklin Child Day Care Centers - Funded with Appalachian money
Title III - Environmental Education - Cooperative project
Title VI - Special Education Instructional Materials Center
Title VI - Visually and Hearing Impaired
Volunteers in Reading - EPDA Training Grant, local funds, teacher corps funds
Teacher Corps - Cycle Nine
Right-to-Read Site - no funds involved

A majority of the programs listed above place high priority on the educationally and economically disadvantaged child and/or his family. Since goals and aims are similar in many instances, Haywood County attempts to administer all programs in such a way as to obtain maximum benefit from all and to maintain the integrity of each.

In addition, the effort is made to make these programs mutually supportive of each other thus enabling maximum return for funds expended. Consequently, an individual Title I child may be in a Title I class using NDEA purchased equipment, screened by the mobile speech and hearing unit, provided materials under Title I and Title II, and provided continuing experiences in the Summer Migrant Project.

Specific examples follow of the type of coordination between these programs which is evident in Haywood County.

1. The Title III preventive approach to the problems of reading difficulties in grades 1-3 is gradually permitting Title I to concentrate in grades 4-8 and effectively dovetails two strong federal programs. The cost of this program was fully assumed by the local unit beginning in FY 1975.

2. Local funds provided inservice activities for Title I personnel.

3. All Title I and Migrant children needing free lunches are provided free meals through the School Food Service program.

4. Purchase of testing materials under the State Title III program permitted the establishment of a uniform evaluation program for all Title I participants.

5. Title I teachers and aides make regular use of the materials and services provided by the Title VI SEIMC.

Every attempt is made to provide a total program approach to the needs of Title I children while, at the same time, adhering to the guidelines within which each program must operate. Since funds are generally not adequate to operate a program independently, it becomes imperative that interdependence among programs be assured. In this fashion the cost squeeze which is experienced in every activity can be somewhat ameliorated.

SECTION III

COMMUNITY AND PARENT INVOLVEMENT

Community and parent involvement continued during FY 1975. The two major areas of involvement were related to the Title I Parent Advisory Council and the use of parent/community volunteers in the Title I program. Both areas of activity produced positive results which are outlined below.

Parent Advisory Council

1. Five meetings of the County Title I Council were conducted during FY 1975--one each in January, February, March, April and May. All members of the Council were parents of the Title I participants. An average of eight members, plus the director, were present at each meeting.

2. The PAC reviewed and approved the proposal for the FY 1976 Title I project at the May 27, meeting.

3. A number of County Council memebers were involved in visitation and volunteer work connected with the Title I activities.

4. Attendance at County Council meetings was not as regular as was desireable. However, improvement in attendance over the FY 1974 meetings was noted.

5. Fifty-three parents were members of local school PAC's in addition to those who were involved in the County Council.

Community Involvement

1. Parents and community persons were involved in volunteer activities related to Title I project components in the various schools. Sixty-four adults and 18 persons under the age of eighteen served as volunteers during the regular year Title I project. This represents an increase in the number of adult volunteers and a decrease in the number of student volunteers from FY 1974. Twelve of the PAC members were involved in volunteer activities.

2. The Summer REading program was not conducted this past summer. This meant reduced opportunity for community and parent volunteer involvement.

3. Parents and community persons were involved in visitation to Title I activities during the regular year program.

4. The news media, civic clubs, businesses, church groups, PTA's, etc., were all involved in supportive services and activities related to needs of the program and of specific children. Clothing, shoes, and monetary contributions were provided through these agencies and were contributed directly to Title I activities in the schools.

5. Title I cooperated with Teacher Corps in the training of volunteers in Reading to be utilized in Title III, Title I, and local school reading programs.

SECTION IV

EFFECTS ON EDUCATIONALLY DEPRIVED

A. Effect on Educationally Deprived Public School Children

Title I has had the following effects upon the toal school unit, including the one non-public school in Haywood County.

1. The awareness of the need to deal with children on their own instructional level continues to grow. As a result of Title I programs, including the summer reading program, more and more teachers and principals are committing themselves to meeting the educational needs of children where they find them. As a direct result of these efforts, grades were done away with in the first three grades, cumulative reading records are being kept, and much more individual and small group work is being conducted. Establishment of first grade readiness classes and a recently completed Title III grant in reading are major contributions in this area. Diagnositc/prescriptive approaches to instructional needs of children are now very apparent.

2. The redirection of the Title I parogram was completed as of September, 1973. Due to funding limitations the two math labs were disbanded as of September, 1974. The subsequent reorganization required has had a definite impact. There are now sixteen reading labs in operation in the county. The addition of three math labs under Part C for FY 1975 was most effective in correcting math deficiencies.

3. As the number of priorities is reduced, greater focus upon specific needs is occuring, more definite results are apparent and more effective program control is possible. Corrective reading and math were the only two program activities included during FY 1975.

4. An increase in working with instructional (behavioral) objectives and specific skills weaknesses has occurred. This has produced greater awareness and manageability of instructional tasks.

5. Greater interest in, and commitment to, a reading program which produces results for the less able students is apparent. Spin-off into other areas of instruction for all students is developing.

6. Increased skills in the diagnosis and correction of reading difficulties is developing among Title I personnel.

7. Teacher aides are functioning more appropriately in individual and small group activities, and less time is being committed to clerical duties.

8. Ties with the one parochial school are continuing to develop in planning, program and evaluation areas. The FY 1976 proposal calls for specific services to be provided on-site at the school.

9. The ability to evaluate special activities within the total school program is increasing. This is apparent in the maturing of the Title I evaluation program which now permits specific comparison with performance by students for the total system.

10. Supportive activities available to Title I children continue to become more effective as added resources outside the Title I program itself are tapped and less dependence upon Title I resources becomes evident. All project monies this past year were committed to instructional program of the project.

11. Reading referrals received in the past for the summer Title I program show that children being served are beginning to narrow the educational gap.

12. A small but significant number of Title I participants is being returned to the classroom as "corrected", where they are able to function in a regular situation. This is one of the most gratifying evidences of program effectiveness. 11.3% in reading and 3.1% in math were considered "corrected". Last year's data indicated 10.1% in reading and 2.1% in math as corrected. Data for FY 1973 indicated that 11.1% in reading and 8.2% in math were corrected.

Specific Analysis and Interpretation of Test Data

As part of the FY 1975 Title I program effort, a uniform and comprehensive evaluation design was prepared and implemented. Activities and services conducted in the fifteen Title I schools were evaluated by pre and post test measurements made either with standardized achievement tests or with data gathering techniques suited to each area. It is likely that gathering and tabulating data from 31 individuals employed under the Title I project resulted in some human errors creeping in. However, the representative data and its interpretation which appears on the following pages may be construed as indicative of the effect of Title I activities upon the achievement and attainment of the educationally deprived children in Haywood County.

1. Reading - results form subtests administered in Vocabulary and Reading gave mixed indications concerning reduction in the gap between grade placement and grade equivalent. It appears that, in general, the corrective reading element was more successful in helping students gain ground in the area of reading comprehension than in the area of vocabulary. It is significant that there was a reduction in the gap at every grade level in the reading comprehension area.

. Of the Title I participants in reading in grades 2-8 tested in both vocabulary and reading, post-test results revealed the following gain or loss on the students' own pre-test performance in terms of general averages.

Note: It is significant that FY 1972 data showed seven (7) losses and only one gain under the vocabulary subtest; four (4) losses and three (3) gains for the reading subtest. FY 1973 data showed five (5) gains and three (3) losses for both subtests. FY 1974 data showed four (4) gains and three (3) losses in vocabulary and seven (7) gains and no (0) losses for reading.

TABLE 1

Grade	Vocabulary Gain or Loss		Reading Gain or Loss	
2	+.04		+.11	
3		-.06	+.10	
4		-.05	+.03	
5	+.20		+.30	
6	+.05		+.25	
7		-.25	+.03	
8	+.12		+.57	
9	----	----	----	----

- The figures above reflect the average reduction or the average increase in the gap existing between average grade placement and average grade equivalent over the scope of the FY 1975 program. The plus figures indicate that ground is being gained; the minus figures indicate that ground continues to be lost. Figures are in months thus: -.32 is 3.2 months.

- Of the students involved, 557 gained ground and 503 lost ground in the vocabulary area in grades 1-8. In the area of reading 620 gained ground and 423 lost ground in the effort to reverse the trend of falling further and further behind for grades 1-8. Translated these figures indicate 52.5% gaining ground in vocabulary and 59.4% gaining ground in reading. FY 1972 figures reflected 49.3% gaining ground in vocabulary, and 52.0% gaining ground in reading. FY 1973 figures reflected 51.5% gaining ground in vocabulary and 54.1% gaining ground in reading. Comparatively, these figures reflect 55.2% gaining ground in vocabulary and 57.0% gaining ground in reading for FY 1974.

- Gross overall gain or loss reflected in a comparison of pre and post test grade equivalent scores in vocabulary and reading subtests are recorded below:

TABLE 2

Grade	Vocabulary Pre	Vocabulary Post	Reading Pre	Reading Post	Vocabulary Gain or Loss	Reading Gain or Loss
2	1.76	2.40	1.67	2.38	+.64	+.71
3	2.52	3.06	2.31	3.00	+.54	+.69
4	3.25	3.80	3.25	3.88	+.55	+.63
5	3.60	4.50	3.59	4.60	+.90	+1.01
6	4.24	4.99	4.51	5.45	+.75	+.94
7	4.94	5.39	5.13	5.86	+.45	+.73
8	5.72	6.54	5.82	7.09	+.82	+1.27
Average Gross Gains Grades 2-8 -					+.66	+.85

Note: FY 1972 average gross gain was .41 and .64 respectively. FY 1973 average gross gain was .73 and .76 respectively. FY 1974 gross gain was .77 and .81 respectively.

- It would appear to be very significant that at least some progress was made at every grade level. In no case was there a loss on the average performance in either subtest. This is one of the strongest indicators that the Title I effort in the county is making a difference in the educational achievement of educationally disadvantaged children.

- Post test percentile distributions for all grade levels in reading continue to be shifted to the left on the bell shaped curve. A comparison of Title I and unit wide results on a percentage basis appears below:

TABLE 3

	1-10	11-25	26-50	51-75	76-99
Title I (FY 1972)	17.9%	24.8%	35.5%	17.1%	4.7%
Title I (FY 1973)	21.7%	27.3%	34.6%	13.1%	3.4%
Title I (FY 1974)	26.5%	28.9%	31.3%	10.5%	2.9%
Title I (FY 1975)	19.2%	27.6%	36.4%	12.6%	4.3%
Unit Wide (FY 1972)	7.5%	12.4%	26.1%	29.6%	24.8%
Unit Wide (FY 1973)	9.0%	16.4%	28.3%	26.2%	20.1%
Unit Wide (FY 1974)	10.6%	15.0%	26.4%	26.2%	21.8%
Unit Wide (FY 1975)	7.3%	14.0%	24.3%	26.4%	28.1%

- Our conclusion is that the Title I distribution is a very respectable one and that it is sound evidence of an effective program for children.

- A comparative study of the results presented in this report, and a subjective review of the performance of Title I children is sufficient to characterize the compensatory education program in reading as one which is enabling children on the average to hold their own in terms of achievement, and to allow many to make significant progress in overcoming disadvantagement in the area of reading.

2. Math - for grades where post-test results were available, results were generally positive. Grade level records show the following gain or loss in the gap existing between grade placement and grade equivalent performance.

TABLE 4

Grade	Math Concepts Gain or Loss		Math Problem Solving Gain or Loss	
3	+.45		+.39	
4	+.28		+.17	
5		-.03	.00	.00
6	+.38		+.41	

In grades 3-6 the figures represent months gained or lost, i.e., +.23 represents 2.3 months gained over the pre-test performance.

Note: It significant that FY 1972 data indicated one (1) loss and five (5) gains in math concepts; two (2) losses and four (4) gains in math problem solving. FY 1973 data revealed six (6) gains and one (1) loss in math concepts; seven (7) gains in math problem solving. FY 1974 data revealed three (3) gains and two (2) losses in math concepts; one (1) gain and three (3) losses in math problem solving.

- Actual gross gains made in grade equivalent performance in grades 3-6 are recorded below in terms of grade equivalent.

TABLE 5

Grade	Math Concepts		Math Problem Solving		Math Concepts		Math Problem Solving	
	Pre	Post	Pre	Post	Gain	Loss	Gain	Loss
3	2.40	3.45	2.56	3.54	+1.05		+.98	
4	3.02	4.00	3.21	4.07	+.98		+.86	
5	3.75	4.43	3.77	4.47	+.68		+.70	
6	4.58	5.66	4.40	5.51	+1.08		+1.11	
Average gross gain grades 3-6 -					+.95		+.91	

Note: FY 1972 average gross gain was 1.00 and .60 respectively. In FY 1973 average gross gain was 1.06 and 1.23 respectively. FY 1974 average gross gain was .89 and .49 respectively.

At every grade level gains were scored in both subtest categories.

- Distribution of post-test percentile scores on a comparative basis for Title I and unit-wide scores, grades 3-6, reflect a curve skewed to the left.

TABLE 6

	Subtest	1-10	11-25	26-50	51-75	76-99
Title I (FY 1972)	Math Total	22.2%	22.2%	33.0%	15.6%	7.0%
Title I (FY 1973)	Math Total	29.6%	27.2%	30.9%	9.2%	3.0%
Title I (FY 1974)	Math Total	13.8%	32.5%	41.3%	12.5%	0.0%
Title I (FY 1975)	Math Total	22.7%	19.8%	39.9%	13.0%	4.5%
Unit Wide (FY 1972)	Math Total	10.3%	12.3%	25.0%	28.9%	23.5%
Unit Wide (FY 1973)	Math Total	9.9%	13.2%	27.7%	25.7%	23.5%
Unit Wide (FY 1974)	Math Total	10.9%	14.0%	38.0%	25.7%	21.2%
Unit Wide (FY 1975)	Math Total	8.5%	12.6%	25.2%	27.7%	26.0%

- For the math concepts subtest, 103 Title I students showed gains and 44 showed losses in reducing the gap between grade placement and grade equivalent performance. For math problem solving, 90 showed gains and 54 showed losses. Comparatively, this indicates 70.1% of children gaining ground in math concepts, and 62.5% gaining ground in math problem solving.

- This may be compared to 51.1% and 57.7% gaining ground in the two subtests respectively for FY 1972. 62.6% and 66.4% gained ground in FY 1973. 70.0% and 42.9% gained ground in FY 1974.

- Based upon the analysis and the interpretation of test data outlined above, the corrective math component produced positive results for FY 1975.

B. Effects on Educationally Deprived Non-Public School Children

There is one non-public parochial school which operates in Haywood County and which identified fourteen children as participants in Title I activities during the regular 1974-75 school term. Distribution of children by grade levels was as follows:

Grade 1 - 2 children	Grade 4 - 5 children
Grade 2 - 4 children	Grade 6 - 2 children
Grade 3 - 1 child	

Specific analysis and interpretations are outlined below:

1. Following is a table indicating results of Metropolitan or ITBS tests in terms of gross gain or loss made in terms of grade equivalent performance.

TABLE 7

Grade	Vocabulary		Reading		Vocabulary		Reading	
	Pre	Post	Pre	Post	Gain	Loss	Gain	Loss
1	-----	2.35	----	2.20	-----		-----	
2	1.28	2.08	1.38	2.00	+.80		+.62	
3	2.30	2.30	2.00	3.00	.00		+1.00	
4	3.32	4.42	3.14	4.20	+1.10		+1.06	
5	----	----	----	----	-----		------	
6	3.85	5.95	4.50	5.15	+2.10		+.65	
Average Gross Gain -					+1.00		+.83	

Note: There was no test information available from FY 1972 with which to compare. FY 1973 figures showed a gross gain of +.90 and +.45 respectively. FY 1974 figures showed a gross gain of +1.26 and +1.19 respectively.

2. The Title I Summer Reading Program was not conducted this past summer due to lack of funds. A number of parochial children who normally are involved in this were, therefore, unable to participate.

3. Activities during the regular school year were somewhat limited since there were no Title I employed personnel working in the parochial school. Essentially, activities consist of utilization of Title I materials and equipment in such a way as to direct their use to the identified Title I children at the points where math and reading deficiencies are most apparent. A limited amount of volunteer help was available to provide some assistance in this regard.

4. Members of the parochial school staff, have been involved in the staff development activities conducted under Title I, Title III, and the regular school program. This has included workshops, consultant contact, and other inservice type activities.

5. Close contact with the parochial school and its officials has been maintained in planning and program development. Coordination of records and progress reports for children who were involved in the summer reading program has also occurred.

6. For the 1974-75 school year, additional effort was made to develop volunteer assistance and to further involve children from the parochial school in specific activities of a compensatory nature designed to meet needs in reading and math. Planning, inservice, evaluation, and program development was done cooperatively with parochial school officials. Plans are to continue working in these areas in a joint capacity.

C. Activities Contributing Most in Improving the Achievement of Educationally Deprived Children.

1. Reorganization of the Title I program to concentrate upon a limited number of high priority areas. Major effort was focused upon corrective reading and math activities for a limited number of specifically identified children who were educationally disadvantaged in these areas. Reorganization of the program was completed as of the fall of 1973.

2. The establishment of reading laboratories manned full time by Title I personnel and serving identified Title I children with reading difficulties. Sixteen reading labs operated during the 1974-75 school year.

3. Increasing awareness of the need for a diagnostic/prescriptive approach to the basic educational needs of children, and the development of a greater expertise in delivering specific instruction to the point of basic educational need on an individual basis.

4. A more thorough understanding of the intent and purpose of the Title I program on the part of principals, Title I teachers, and Title I aides. Cooperation and desire to properly implement the Title I program have been at a very high level.

5. Supportive activities provided under the carry over project in support of the regular program. This was in the form of teacher salaries.

6. Local and state level program monitoring conducted during FY 1972 FY 1973, FY 1974, and FY 1975.

7. The formal program of inservice conducted as part of the FY 1975 project.

8. Formalizing of the evaluation program for Title I to the degree that precise status and effectiveness is more clear, and permits planning on the basis of hard data.

9. An increase in activities related to corrective math through Part C monies which permitted the establishment of three math labs in three schools and the employment of two corrective math teachers.

SECTION V

DESCRIPTIVE EVALUATION BY ACTIVITY OR SERVICE

CORRECTIVE READING

Number of Participants - Total - 1253

Participants in corrective readng by grade levels are listed below:

Grade 1 -	92	Grade 7 -	191
Grade 2 -	73	Grade 8 -	118
Grade 3 -	104	Grade 9 -	0
Grade 4 -	253	Grade 10 -	0
Grade 5 -	237	Grade 11 -	0
Grade 6 -	185	Grade 12 -	0

Approximate Cost of the Activity

Approximate cost for all corrective reading activities conducted with funds from the regular program and FY 1974 Title I Carry Over Project was $222,290.00.

Description of Identified Needs

Surveys for corrective reading needs were conducted by Title I teachers, Title I aides, and regular classroom teachers under the supervision of principals and the Title I director. As a result, children who were selected to participate in the corrective reading activities evidenced one or more of the following identified characteristics: performing five months or more below grade level on standardized reading tests, performing one year or more below grade level on achievement battery, lacking in basic sight vocabulary, non-reader, poor classroom performance in reading, difficulties in comprehension, individual attention and personal instruction lacking, difficulty with word attack skills, limited development of motor skills required in reading, problems in applying reading skills to subject matter.

Activity Designed to Meet the Needs

Redirection of the Title I program was completed in early FY 1974 with activities more specifically designed to concentrate on fewer objectives and to limit the number of children involved. By far the largest amount of resources provided through Title I is committed to corrective reading activities which is the first priority. Activities spanned all grade levels and were arranged as follows:

1. Ten corrective reading laboratories were operated by ten full time Title I teachers, three of whom were fully certified in reading. Six laboratories were operated full time by eight Title I aides under the direction of principals and teachers.

2. Title I aides provided small groups and individual help for those identified children who were selected to participate.

3. The Title I Corrective Reading program did not operate during the summer.

4. Reading Contact Persons were appointed by each school. RCP's served as an additional impetus to the reading program and as local contact with each school on matters related to reading.

A total FTE of 10 Title I teachers and 17.3 teacher aides were committed to the compensatory reading aspects of the Title I program for FY 1975. This represents a sizeable reduction in staff due to drastic reductions in funding levels. Utilization of the teachers and aides was geared to provide the kinds of personal and small group activities required to meet the needs of identified children described in the needs Identification section of the report. At the same time, a definite effort was made to coordinate Title I activities with the regular program to avoid duplication of effort and assure that all elements are supportive of each other. Where there were Title I teachers in a given school, at least one aide was assigned responsibility related to the Title I teachers's activities.

During the regular year, laboratory operations were conducted in rooms set aside for that purpose. Emphasis was placed on individual diagnostic/ prescriptive approaches, organization for small group and individual activities, variety in materials and methods, careful keeping of records of progress and difficulties corrected, and personal attention. Children were scheduled for 30-45 minute periods as a rule. It should also be noted that in the assignment of Title I teachers and aides none was assigned above the eighth grade level. This is in keeping with efforts to focus the thrust of the Title I program within manageable limitations and to concentrate in grades 4-8.

Added emphasis was placed upon utilizing volunteer help in connection with the corrective reading program, primarily as a means for greater individualization of the program for each child. The limited number involved here indicates it is slowly beginning to catch on. The use of student/student tutoring programs was also encouraged.

Support activities to the corrective reading element were provided through the FY 1974 Carry Over project which provided salaries, and the Broyhill Home component.

Behavioral Objectives Related to Corrective Reading

Listed below are the objectives for which the Haywood County Project was obligated in the area of corrective reading.

Corrective Reading

1. By June 1, 1975, eligible Title I students who are project participants will reduce the gap between grade level placement and actual performance in reading by at least 10% as measured by the Metropolitan Achievement Test (Grades 1-3), and the Iowa Test of Basic Skills (Grades 4-9).

2. By June 1, 1975, eligible Title I students who are project participants will have at least three reading difficulties corrected during the 1974-75 school term as measured by locally prepared check sheets of reading difficulties and use of a locally prepared item analysis to be utilized with the ITBS, and the MAT.

3. Eligible Title I students who are participants in the Title I corrective reading program, and who do not know basic vocabulary will master the Dolch Basic Word List (or its equivalent) with 100% mastery by June 1, 1975.

Progress Made Toward Objectives

Objective One:

Below in chart form, is a statistical summary based upon standardized test results, and indicating progress made toward this objective. Information was obtained from Metropolitan, and ITBS subtests in reading is reported in terms of general average for all children involved at a given grade level.

TABLE 8

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
1	1.2	1.8	----	1.90	----	+.10	----	------
2	2.2	2.8	1.67	2.38	-.53	-.42	+.11	+20.8%
3	3.2	3.8	2.31	3.00	-.90	-.80	++.10	+11.1%
4	4.2	4.8	3.25	3.88	-.95	-.92	+.03	+3.2%
5	5.1	5.8	3.59	4.60	-1.51	-1.21	+.30	+19.9%
6	6.1	6.8	4.51	5.45	-1.59	-1.35	+.25	+15.7%
7	7.1	7.8	5.13	5.86	-1.97	-1.94	+.03	+1.5%
8	8.1	8.8	5.82	7.09	-2.28	-1.71	+.57	+25.0%

In order to place the information above in proper context and weight it in termsof numbers of children involved, the chart below records the data on the basis of specific "child-by-child" averages for participants at each grade level. In addition, averages reflect the total of all participants on whom there was appropriate pre and post-test data. The "participants" column reflects the number of students on whom there was pre-test data. There is therefore some discrepancy between that number and the number of students whose scores are represented in the "average gain or loss" column.

TABLE 9

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
2	68 (58)	+.14	+9.52	-.53	-36.04
3	90 (77)	+.10	+9.00	-.91	-81.90
4	228 (216)	+.04	+9.12	-.97	-221.16
5	215 (198)	+.32	+68.80	-1.52	-326.80
6	168 (161)	+.26	+43.68	-1.60	-268.80
7	162 (153)	+.02	+3.24	-1.97	-319.14
8	106 (103)	+.59	+62.54	-2.30	-243.80
	1037		+205.90		-1497.64

Note: By dividing Total Gain or Loss by Total Difference in the fall, the overall percent of gain is obtained. A gain of 13.74% is reflected. Therefore the gap between grade placement and grade equivalent has been reduced by 13.74% in grades 2-8. Data from grade level one does not permit comparison.

Objective Two:

The following information reflects the results of attempts to correct specific difficulties for individual Title I participants. Results are reported by grade level averages.

TABLE 10

Grade	Average Number of Difficulties Corrected		
	Readiness	Work Attack	Comprehension
1	5.07	9.99	5.21
2	6.40	5.30	3.20
3	NA	3.10	2.56
4	NA	3.50	2.08
5	NA	3.81	2.81
6	NA	2.22	2.74
7	NA	1.16	1.30
8	NA	1.36	2.25

Objective Three:

Data gathered on Title I participants who were weak in basic vocabulary, and who attempted to master basic vocabulary appears below:

TABLE 11

Grade	Average Pre-Test Performance	Average Post-Test Performance
1	64.0%	67.1%
2	51.3%	90.5%
3	77.5%	95.3%
4	90.4%	96.8%
5	91.8%	94.7%
6	95.4%	95.8%
7	97.5%	98.9%
8	98.7%	98.6%

Distribution of reported performance by Title I participants on the Dolch List or other basic vocabulary lists is outlined in the chart below:

TABLE 12

Grade	1-10%	11-25%	26-50%	51-75%	76-99%	100%
1	10	4	10	14	32	16
2	0	1	1	7	56	0
3	0	0	2	3	44	34
4	0	0	1	2	91	99
5	0	0	0	3	75	118
6	1	0	0	0	40	40
7	0	0	3	1	6	166
8	0	0	0	0	4	96
	11	5	17	30	348	569

The following conclusions may be drawn relative to the corrective reading component in the FY 1975 Title I project:

1. Efforts to reduce the gap between grade placement and grade equivalent (performance) have been effective. Corrective reading efforts appeared to be most effective in grades 3-8. The objective was exceeded.

2. Objective two was easily met. It demonstrates the effectiveness of prescriptive approaches to reading deficiencies and provides an excellent rationale for designing individual programs.

3. Approximately 10% of the children who were Title I participants in grades 4-8 were considered to be on grade level by the end of the year. It is significant, however, that 24.7% of the Title I participants in corrective reading were not recommended for follow-up corrective reading for the 1975-76 school year. This would seem to indicate that these children are at least able to function satisfactorily on their won in a regular classroom. All of this is clear evidence of the effectiveness of the corrective reading element in the Haywood County Title I project.

4. Complete mastery of the Dolch or other basic word lists was only partially achieved.

Planned Modifications

The primary thrust in Haywood County's Title I compensatory education project will continue to be in the area of corrective reading. Reading laboratories will utilize ten of the Title I teachers employed under the program. Plans are to refine the methods and techniques for diagnostic and corrective work with added emphasis on the comprehension aspects of remedial reading. In addition, increased efforts to assure coordination of Title I activities with the total instructional program will be made. Generally, the aim will be to make more effective an already proven program.

As the Title III project in preventing reading difficulties is strengthened at the primary level, Title I activities will continue to be more concentrated in grades 4-8 than in other areas. Test results indicate that work in vocabulary may need additional attention.

The inservice program will be continued.

CORRECTIVE MATH

Number of Participants - Total 196

Participants in corrective math activities by grade level are listed below:

Grade 1 - 14	Grade 7 - 0
Grade 2 - 11	Grade 8 - 0
Grade 3 - 32	Grade 9 - 0
Grade 4 - 43	Grade 10 - 0
Grade 5 - 21	Grade 11 - 0
Grade 6 - 75	Grade 12 - 0

Approximate Cost of the Activity

Approximate cost for all activities in corrective math conducted under the regular Title I program and the FY 1974 Carry Over project was $19,634.00.

Description of Identified Needs

Evaluation to determine needs of children in the area of corrective math activity was conducted by Title I teachers, Title I aides, and classroom teachers under the direction of principals in the Title I schools and the Title I project director. Children selected to participate evidenced one or more of the following characteristics: performing five months or more below grade level in math on standardized achievement tests and in the classroom; inability to perform basic math functions such as addition, subtraction, multiplication, and division; basic math learning deficiencies in elementary math sequence of skills; inability to handle math concepts (written problems) or math computation problems, readiness concepts of math lacking.

Activity Designed to Meet the Needs

The redirection of Title I activities and reduced funding also had its impact upon the corrective math activities funded under Title I. Only a small proportion of Title I resources was committed to math activities. Expenditures were up from last year, however due to the addition of math personnel under the Part C portion of the program. corrective math was conducted through the following arrangement.

1. Two Title I aides provided small group and individual math activities under the direction of the classroom teacher(s) involved.

2. The FTE of .75 Title I aides carried responsibilities for implementing activities in one Title I school.

3. The aides worked directly with individuals and small groups of children and were guided in their activities by the regular classroom teacher with whose children they worked. The diagnostic and prescriptive approach was used in all cases in an attempt to design programs suited to identified individual needs.

4. Two corrective math teachers operated math laboratories in three schools during the last half of the school year under Part C funding.

Behavioral Objectives Related to Corrective Math

Outlined below are the objectives for which the Title I project was obligated for FY 1975.

1. By June 1, 1975, children who are participants in Title I mathematics activities for primary grades will demonstrate understanding of basic math concepts as measured by teacher prepared check test materials for grades 1 & 2. The Iowa Test of Basic Skills for grade 3.

2. By June 1, 1975, Title I students with identified difficulties in math, and who receive corrective instruction in basic math processes will perform at 85% mastery in addition, subtraction, multiplication and division as measured by scores on locally prepared test sheets of computational exercises appropriate to their level of development.

3. Eligible Title I participants engaged in corrective math activities will show a 10% reduction in the gap between grade placement and grade level performance as measured by the Iowa Test of Basic Skills, grades 3-9.

Progress Made Toward Objectives

In FY 1975, a uniform program of evaluation was continued in all schools involved in the Title I program. Data was gathered in such a way as to permit conclusions to be drawn on a grade group basis concerning achievement of objectives. The information which appears below may be interpreted as evidence of the progress or lack of progress made in achieving the stated objectives.

Objective One:

Data compiled via a rating system in four basic math concepts for grades one and two reveal the following distribution: (1=mastery, 2=limited understanding, 3=needs much work)

TABLE 13

	Addition & Subtraction Through Sums of Ten	Place Value Through 99	Time Hour & Halfhour	Counting Through 99
Average First Grade Rating	1.43	2.07	2.79	2.00

	Addition & Subtraction Through Sums of 18	Place Value Through 999	Addition & Subtraction 2, 3, & 4-digit no.'s	Counting Through 999
Average Second Grade rating	1.73	1.82	2.09	2.18

Objective Two:

The chart below provides data regarding performance on basic math processes in grades 3-9 as determined by teacher-made tests. Average scores are given in percent.

TABLE 14

Grade	Number	Ave. Add.	Ave. Sub.	Ave. Mult.	Ave. Division
3	30	87.0	71.3	75.6	60.4
4	42	82.2	69.7	62.6	45.5
5	20	82.5	69.8	55.8	31.8
6	75	92.4	87.7	82.1	74.3
	averages -	86.0%	74.6%	69.0%	53.0%

Objective Three:

Information contained in the charts below reflect data averages gathered from the two math subtests of the ITBS for grades 3-6. It is relative to whether a reduction in the gap between grade placement and grade equivalent performance exists.

TABLE 15

Math Concepts

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	FAll	Spring		
3	3.2	3.8	2.40	3.45	-.80	-.35	+.45	+56.3%
4	4.1	4.8	3.02	4.00	-1.08	-.80	+.28	+25.9%
5	5.1	5.8	3.75	4.43	-1.35	-1.38	-.03	-2.2%
6	6.1	6.8	4.58	5.66	-1.52	-1.14	+.38	+25.0%

TABLE 16

Math Problem Solving

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
3	3.2	3.8	2.56	3.54	-.65	-.26	+.39	+60.0%
4	4.1	4.8	3.21	4.07	-.90	-.73	+.17	+18.9%
5	5.1	5.8	3.77	4.47	-1.33	-1.33	.00	00.0
6	6.1	6.8	4.40	5.51	-1.70	-1.29	+.41	+24.0%

In order to place the information above in proper context and weight it in terms of numbers of children involved, the chart below records the data on the basis of specific "child-by-child" averages for participants at each grade level. In addition, averages reflect the total of all participants on whom there was appropriate pre and post-test data. The "participants" column reflects the number of students on whom there was pre-test data. There is, therefore, some discrepancy between that number and the number of students whose scores are represented in the "Average Gain or Loss" column.

TABLE 17

Math Concepts

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
3	28	+.44	+12.32	-.83	-23.24
4	34	+.40	+13.60	-1.14	-38.76
5	17	+.04	+.68	-1.35	-22.95
6	67	+.36	+24.12	-1.61	-107.87
		totals	+50.72		-192.82

Note: By dividing Total Gain or Loss by Total Difference in the fall, the overall percent of gain on the participant's own performance is obtained. A gain of 26.3% is reflected above. Therefore, the gap between grade equivalent performance and grade placement has been reduced by 26.3%

TABLE 18

Math Problem Solving

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
3	25	+.46	+11.50	-.75	-18.75
4	36	+.28	+10.08	-.89	-32.04
5	17	-.12	-2.04	-1.33	-22.61
6	71	+.37	+26.27	-1.70	-120.70
		totals	+45.81		-194.10

Note: By dividing total gain or loss by total difference in the fall, the overall percent of gain on the participants' own performance is obtained. A gain of 23.6% is reflected above. Therefore, the gap between grade equivalent performance and grade placement has been reduced by 23.6%

The following conclusions may be drawn relative to the corrective math component in the FY 1975 project. Conclusions are based upon both Objective and subjective evaluation data.

1. Based upon the data collected in grades 3-6, efforts to provide corrective instruction in basic math concepts were successful.

2. Results of teacher made tests in the four basic operations administered to children in grades 3-6 reveal that the 85% performance was unmet in three areas on the average. However, individual grade levels were able to meet the proposed level of performance in some categories. It is felt that scoring on these tests was within a range of achievement that would permit this to remain as a reasonable goal for future performances.

3. The brightest spot is found in the success of the activities in grades 3-6, and the reduction of the spread between grade placement and the level of performance as indicated on the ITBS math subtests. The objective was exceeded in both Math Concepts and Math Problem Solving. Overall, the average reduction in the gap between grade placement and performance was 26.3% in Math Concepts, and 23.6% in Math Problem Solving.

Planned Modifications

Title I aides working in corrective math will continue at the same level. Added emphasis will be placed on better diagnostic and prescriptive procedures with more individually designed programs. This will occur both with teachers and aides involved in this component. In the future, increased effort in the math element should be considered as additional money resources become available.

BROYHILL HOME FOR CHILDREN

Number of Participants - Total - 13

Participants in the Broyhill Home component by grade levels are listed below:

Grade 1 - 2	Grade 6 - 3
Grade 2 - 1	Grade 7 - 1
Grade 3 - 0	Grade 8 - 0
Grade 4 - 2	Grade 9 - 1
Grade 5 - 3	

Approximate Cost of the Activity

Approximate cost for all activities conducted for children in institutions for the neglected was $7,272.00.

Description of Identified Needs

Through surveys and evaluations of the specific needs of individual children made by principals, classroom teachers, Broyhill Home staff, and the liaison teacher, a limited number of children from the Home were selected to receive services. Those selected evidenced the following needs: below average performance at school and on standardized tests, emotional problems, social problems, a lack of satisfying personal relationships, and other specific needs identified in the math and reading activity section of this report.

Activity Designed to Meet the Needs

A part time liaison teacher was hired to provide coordination and supplement instructional services to selected participants. Students who were residents at the Broyhill Home and who were below grade level in math and/or reading received personal follow-up instructional services at their residences on the Home's campus. Activity was in addition to regular program services and special program assistance of a corrective nature which was available at school during the day. Instructional services provided were in keeping with the student's activity and rate of progress in his regular classroom and other special supplementary program services in which he was involved.

Activities were conducted on an individual or small group basis and were corrective in nature. Basic skills deficiencies were identified and corrected in a planned and orderly fashion. The services of a volunteer tutor program which was already in operation at the Home were incorporated into the program where applicable and feasible.

No single method or technique was employed to the exclusion of all others. In this activity which was corrective in nature, a variety of commercial and teacher made materials were utilized dependent upon the particular deficiencies apparent in the child. Variations of the activity were made on the basis of the skill deficiency which was being corrected and the age of the child. Generally all activity was geared to an individual approach which allowed for a variety of differences in age, grade level, and interest.

The liaison teacher spent considerable time in coordinating instructional activities under this program component with activities conducted in the respective schools for these same children. Conferences with classroom teachers, study of records, observation of performance, etc., were an important part of the liaison teacher's duties, and provided the base for instructional activities conducted at Broyhill Home. Limited assistance was also provided by the liaison teacher in the school setting.

Behavioral Objectives Related to Broyhill Home Component

Listed below are the objectives for which the Haywood County Project was obligated for the Broyhill Home component.

1. By June 1, 1975, eligible Title I students who are project participants will reduce the gap between grade level placement and actual performance by at least 10% as measured by the Metropolitan Achievement Test (grades 1-3), Iowa Test of Basic Skills (grades 4-9).

2. Eligible Title I participants engaged in corrective math activities will show a 10% reduction in the gap between grade placement and grade level performance as measured by the Iowa Test of Basic Skills, grades 3-9.

Progress Made Toward Objectives

Objective One:

Below in chart form, is a statistical summary based upon standardized test results, and indicating progress made toward this objective. Information was obtained from Metropolitan and ITBS subtests in reading, and is reported in terms of general averages for all children involved at a given grade level.

TABLE 19

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
1	1.1	1.8	----	1.80	----	.00	----	-----
2	2.2	2.8	1.70	2.40	-.50	-.40	+.10	+20.0
3	3.2	3.8	----	----	----	----	----	-----
4	4.2	4.8	2.90	3.60	-1.30	-1.20	+.10	+7.7
5	5.1	5.8	3.15	4.73	-1.95	-1.07	+.88	+45.1
6	6.1	6.8	----	4.73	----	-1.73	----	-----
7	7.1	7.8	5.90	9.10	-1.20	+1.30	+2.50	+208.3
8	8.1	8.8	----	----	----	----	----	-----
9	9.1	9.8	6.30	5.90	-2.80	-3.90	-1.10	+39.3

In order to place the information above in proper content and weight it in terms of numbers of children involved, the chart below records the data on the basis of specific "child-by-child" averages for participants at each grade level. In addition, averages reflect the total of all participants on whom there was appropriate pre and post-test data. The "participants" column reflects the number of students on whom there was pre-test data. There is therefore some discrepancy between that number and the number of students whose scores are represented in the "Average Gain or Loss" column.

TABLE 20

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
1	2	Post test scores available only			----
2	1	+.10	+.10	-.50	-.50
3	--	No participants at this grade level			----
4	2	+.10	+.20	-1.30'	-2.60
5	3	+.75	+1.50	-1.95	-5.85
6	3	Post test scores available only			----
7	1	+2.50	+2.50	-1.20	-1.20
8	--	Nor Participants at this grade level			----
9	1	-1.10	+1.10	-2.80	-2.80
Totals	13		+5.40		-12.95

Note: By dividing Total Gain or Loss by Total Difference in the fall the overall per cent of gain is obtained. A gain or 41.7% is reflected. Therefore, the gap between grade placement and grade equivalent in reading has been reduced by 41.7%.

Objective Two:

Similar data concerning progress toward this objective in the area of math appears below. Information is taken from the ITBS subtests in Math Concepts and Math Problem Solving for children served by the liaison teacher at the Broyhill Home. For each subtest, the first table reflects general averages for all children involved while the second table reflects specific "child-by-child" averages weighted in terms of numbers of children involved.

TABLE 21 - Math Concepts

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
3	3.2	3.8	----	----	----	----	----	----
4	4.1	4.8	3.20	3.95	-.90	-.85	+.05	+5.6
5	5.1	5.8	3.50	4.97	-1.50	-.83	+.67	+45.7
6	6.1	6.8	----	4.60	----	-2.20	----	----
7	7.1	7.8	5.10	6.50	-2.00	-1.30	+.70	+35.0
8	8.1	8.8	----	----	----	----	----	----
9	9.1	9.8	8.00	6.50	-1.10	-3.30	-2.20	-200.0

TABLE 22 - Math Concepts

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
3	0		No participants at this grade level		
4	2	-.40	-.80	-.90	-1.80
5	3	+.40	+1.20	-1.60	-4.80
6	3		Post test scores available only		
7	1	+.70	+.70	-2.00	-2.00
8	0		No participants at this grade level		
9	1	-2.20	-2.20	-1.10	-1.10
	10		-1.10		-9.70

Note: By dividing Total Gain or Loss by Total Difference in the fall, the overall per cent of gain is obtained. A loss of 11.3% is reflected. Therefore, the gap between grade placement and grade equivalent has been widened 11.3%.

TABLE 23 - Math Problem Solving

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
3	3.2	3.8	----	----	-----	-----	-----	------
4	4.1	4.8	1.90	3.35	-2.20	-1.45	+.75	+34.1
5	5.1	5.8	2.90	4.60	-2.20	-1.20	+1.00	+45.5
6	6.1	6.8	----	5.37	-----	-1.43	-----	------
7	7.1	7.8	6.30	5.50	-.80	-2.30	-1.50	-187.5
8	8.1	8.8	----	----	-----	-----	-----	------
9	9.1	9.8	7.50	7.00	-1.60	-2.80	-1.20	-75.0

TABLE 24 - Math Problem Solving

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Difference Fall	Total Difference Fall
3	0		No participants at this grade level		
4	2	+.75	+1.50	-2.20	-4.40
5	3	+1.00	+3.00	-2.20	-6.60
6	3		Post Test scores available only		
7	1	-1.50	-1.50	-.80	-.80
8	0		Nor participants at this grade level		
9	1	-1.20	-1.20	-1.60	-1.60
			+1.80		-13.40

Note: By dividing Total Gain or Loss by Total Differences in the fall, the overall per cent of gain is obtained. A gain of 13.4% is reflected. Therefore, the gap between grade placement and grade equivalent has been reduced by 13.4%.

The following conclusions may be drawn relative to the Broyhill Home component in the FY 1975 Title I project:

1. Although numbers of children involved were rather small, the program effort was generally effective and objectives were met in most instances.

2. Efforts to reduce the gap between grade placement and grade equivalent (performance) were reasonably successful. Percents of reduction were as follows: Reading -41.7%, Math Concepts +11.3%, Math Problem Solving -13.4%.

3. A similiar program should continue for the FY 1976 program. Because of small numbers care should be taken as to the significance of test scores, etc.

Planned Modifications

Aims and activities for this component of the program will remain the same. There are no plans for major changes for next year.

31

STAFF DEVELOPMENT

Number of Participants - Total - 33

The number above includes thirteen (13) Title I teachers, nineteen (19) Title I aides and the project director. System-wide personnel other than project staff were also included in staff development activities.

Approximate Cost of One Activity

All costs incidental to those activities were borne by the local unit. There was no charge to the Title I project for staff development.

Description of Identified Needs

Needs were determined by means of surveys, one of which was a general system-wide survey to identify areas of concern and program needs. The second was a specific survey conducted only with Title I personnel and designed to determine their particular interests and concerns in staff development. Areas especially singled out for attention were as follows: motivation skills, developmental and corrective reading, interpersonal relationships, materials preparation. Since a portion of the project dealt with corrective math (especially Part C activities), it was determined that this would be an area to which staff development should address itself as well.

In addition, further emphasis needed to be placed upon the procedures and mechanics of project operation and development.

Activities Designed to Meet the Needs

Detailed below are the activities designed for staff development of Title I personnel:

A. Regular School Year Inservice (general)

1. General orientation sessions conducted in August for principals of Title I schools, Title I teachers, and Title I aides. The purpose was to prepare those involved for new directions and requirements in the Title I program.

2. One joint meeting with teachers, aides and principals on November 20, to deal with the local project evaluation report for FY 1974 and discuss its implications for the FY 1975 project.

3. Title I personnel were involved in sessions dealing with motivation, reading in math, non-verbal communication, reading in the upper grades, math skills at grade level, centers and materials preparation. Consultants were local unit RPD's, Harry Wong, Dr. Mary Ann Byrne, Dr. Charles Galloway, Dr. Betty Yarborough, Dr. Robert Jones, Ralph Claude Voight. Four of these sessions above were conducted jointly with teachers and aides.

4. On March 5, all Title I personnel, principals and central staff met on development of local school PAC's, Title I monitoring procedures, and general staff development.

5. On May 9, a joint session with Title I teachers and aides was conducted which dealt with the completion of the comprehensive Title I evaluation program. Areas dealt with included forms to be used, the evaluation design, and procedures and schedules to be followed.

6. The Reading Contact Persons for each school met twice during the year to plan for a county-wide Reading Symposium and to develop their roles.

7. At each monthly principals' meeting, time was devoted to discussion and interaction, and planning for the Title I program.

B. Regular School Inservice (formal)

A formal program of inservice for Title I teachers and aides was designed for one unit of certificate renewal by the Division of Staff Development in Raleigh. A copy of the specific program activities is attached. (please see Appendix A)

In addition, two inservice extension courses were conducted in Haywood County. Title I personnel were invited to participate in courses with no tuition charge. This is the general procedure for state supported inservice programs.

1. An estimated six Title I teachers participated in the courses offered through the state inservice.

2. Thirteen Title I teachers and 19 Title I aides were involved in the regular inservice program as were the 15 principals of Title I schools. This includes activities both of a formal and informal nature.

3. Five Central Office staff members were involved in leadership roles connected with the inservice program.

Due to the elimination of the summer reading program, there were no inservice activities conducted specifically for Title I personnel during the summer.

Behavioral Objectives Related to Staff Development

Listed below are the objectives for which the Haywood County project was obligated during FY 1975:

1. By June 1, 1975, all professional Title I staff members will have completed a one-unit program of inservice suited to their needs as evidenced by a formal evaluation and the awarding of one unit of certificate renewal credit.

2. By June 1, 1975, Title I aides will have completed the equivalent of six inservice sessions suited to their needs as evidenced by a record of inservice sessions and formal evaluation completed by each participant.

Progress Made Toward Objectives

Objective One:

Objective one was fully met. All Title I teachers completed the one-unit program of staff development. Not all participants were awarded the unit of certificate renewal credit, however, since a number had already obtained adequate credit for renewal.

Objective Two:

All aides completed the equivalent of five inservice sessions during the course of the school term, most of them in conjunction with staff development with the Title I teachers. A record of inservice sessions involving aides is on file locally. The formal evaluation was not completed, however.

Planned Modifications

The program of staff-development for FY 1975 will be operated similarly to the program for last year. The only adjustment will be to further involve teachers and aides together in joint staff development activities.

PARENT INVOLVEMENT

Number of Participants - Total - 45

Approximate Cost of the Activity

There was no expenditure of Title I funds in connection with this activity. Expenses associated with parent involvement were cared for through local resources.

Description of Identified Needs

The primary need was to obtain more extensive and effective involvement of parents in planning, implementation, and evaluation of Title I activities.

Activity Designed to Meet the Needs

Basically, there were three types of activities designed and implemented to meet the needs identified above. They were (a) expansion of the county PAC work, (b) increasing the involvement of Title I parents in volunteer efforts, and (c) the establishment of PAC's at each Title I school.

Behavioral Objectives Related to Parent Involvement

1. By June 1, 1975, the Parent Advisory Council will have conducted five council meetings as evidenced by a copy of the minutes prepared for each of the five meetings.

2. By June 1, 1975, each Title I school will have identified two parents of Title I children to serve in volunteer capacities with Title I activities as evidenced by the final evaluation report. (one is to be the PAC member for that school)

Progress Made Toward Objectives

Objective One:

Objective one was fully met. Copies of the minutes prepared for each of the five meetings are one file in the county administrative offices. Attendance at the meetings was at the highest level since the PAC was organized.

Objective Two:

The fifteen public schools identified a total of sixty-four (64) volunteer adults who worked with Title I activities. Of these, forty-five were parents of Title I children who were currently being served by program activities. Twelve schools reported that their county PAC representative was involved, while five schools reported that their PAC representative had not been involved in these activities. This objective was therefore only partially met.

In addition, all fifteen schools had identified a local school Parent Advisory Council by the end of FY 1975. Members had been contacted and had agreed to serve. PAC activities had not been gotten underway, however.

Planned Modifications

This past year's efforts at developing parent involvement have been the most effective to date. Participation and interest have noticeably increased. Plans for next year include full implementation of mandated procedures for selection of local school PAC members, expanding the parent volunteer program,and continuing the development of the county-wide PAC.

*For further information, see the Community and Parent Involvement section of this report.

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

SYSTEM-WIDE READING

Administrative Unit Haywood County

Code 440

Signed

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	5	9-74	Metro. Readiness	-----	A	----	88	10	25	21	25	7	Pre
2	7	9-74	Metro. Reading	Primary I	F	1.67	66	16	19	39	1	1	Pre
3	8	9-74	Metro. Reading	Primary II	F	2.31	93	29	39	19	3	3	Pre
4	13	9-74	ITBS Reading	Multi	5	3.25	230	60	48	79	37	6	Pre
5	13	9-74	ITBS Reading	Multi	5	3.59	215	47	69	84	14	1	Pre
6	10	9-74	ITBS Reading	Multi	5	4.51	168	35	52	67	13	1	Pre
7	2	9-74	ITBS Reading	Multi	6	5.13	160	42	65	51	1	1	Pre
8	2	9-74	ITBS Reading	Multi	6	5.82	106	31	37	33	5	0	Pre

*In Raw Scores, if available; otherwise, specify type of score:

__x__ grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

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2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
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8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

SYSTEM-WIDE READING

Administrative Unit Haywood County

Code 440

Signed Samuel L. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre o Pos
1	5	5-75	Metro. Reading	Primary I	F	1.90	86	2	15	15	34	20	Post
2	7	5-75	Metro. Reading	Primary II	G	2.38	66	8	17	27	10	4	Post
3	8	5-75	Metro. Reading	Primary II	G	3.00	94	12	24	43	10	5	Post
4	13	5-75	ITBS Reading	Multi	5	3.88	230	49	52	87	31	11	Post
5	13	5-75	ITBS Reading	Multi	5	4.60	215	46	61	80	22	6	Post
6	10	5-75	ITBS Reading	Multi	5	5.45	171	37	45	74	15	0	Post
7	2	5-75	ITBS Reading	Multi	6	5.86	177	48	64	54	8	3	Post
8	2	5-75	ITBS Reading	Multi	6	7.09	107	18	38	37	14	0	Post

*In Raw Scores, if available; otherwise, specify type of score:

x grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

SYSTEM-WIDE MATH

Administrative Unit Haywood County

Code 440

Signed Samuel A. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	2	9-74	Teacher Made Test	----	---	----	----	--	---	---	---	---	Pre
2	2	9-74	Metro Math	Priamry I	F	1.41	11	1	6	4	---	---	Pre
3	3	9-74	ITBS Math	Multi	5	2.48	58	15	13	21	9	---	Pre
4	3	9-74	ITBS Math	Multi	5	3.11	72	13	18	31	8	2	Pre
5	3	9-74	ITBS Math	Multi	5	3.76	34	8	11	12	3	---	Pre
6	3	9-74	ITBS Math	Multi	5	4.49	142	42	50	36	13	1	Pre

*In Raw Scores, if available; otherwise, specify type of score:

___x___ grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
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7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

SYSTEM-WIDE MATH

Administrative Unit: Haywood County

Code: 440

Signed: Samuel L. Smith

Title: Project Director

Date: September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	2	5-75	Metro. Math	Primary 1	F	1.97	13	--	1	7	1	5	post
2	2	5-75	----------	--------	---	----	--	--	--	--	--	--	post
3	3	5-75	ITBS Math	Multi	5	3.50	60	8	7	25	11	9	post
4	3	5-75	ITBS Math	Multi	5	4.04	83	14	18	38	12	1	post
5	3	5-75	ITBS Math	Multi	5	4.45	40	12	13	10	5	--	post
6	3	5-75	ITBS Math	Multi	5	5.59	150	44	28	60	17	1	post

*In Raw Scores, if available; otherwise, specify type of score:

x grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on the form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
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3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
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7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

BROYHILL HOME READING

Administrative Unit Haywood County

Code 440

Signed Samuel L. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	--	9-74	Metro. Readiness	-----	A	----	2	2	--	--	--	--	pre
2	--	9-74	Metro. Reading	Primary I	F	1.70	1	--	--	1	--	--	pre
3	--	9-74	Metro. Reading	Primary II	F	----	0	--	--	--	--	--	pre
4	--	9-74	ITBS Reading	Multi	5	2.90	2	--	2	--	--	--	pre
5	--	9-74	ITBS Reading	Multi	5	3.15	2	1	--	1	--	--	pre
6	--	9-74	ITBS Reading	Multi	5	----	0	--	--	--	--	--	pre
7	--	9-74	ITBS Reading	Multi	5	5.90	1	--	--	1	--	--	pre
8	--	9-74	ITBS Reading	Multi	6	----	0	--	--	--	--	--	pre
9	--	9-74	ITBS Reading	Multi	6	6.30	1	--	1	--	--	--	pre

*In Raw Scores, if available; otherwise, specify type of score:

____X____ grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

BROYHILL HOME READING

Administrative Unit Haywood County

Code 440

Signed Samuel L. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	--	5-75	Metro. Reading	Primary I	F	1.80	2	--	--	1	1	--	post
2	--	5-75	Metro. Reading	Primary II	G	2.40	1	--	--	1	--	--	post
3	--	5-75	Metro. Reading	Primary II	G	----	0	--	--	--	--	--	post
4	--	5-75	ITBS Reading	Multi	5	3.60	2	--	--	2	--	--	post
5	--	5-75	ITBS Reading	Multi	5	4.73	3	--	2	1	--	--	post
6	--	5-75	ITBS Reading	Multi	5	4.73	3	1	1	--	1	--	post
7	--	5-75	ITBS Reading	Multi	5	9.10	1	--	--	--	1	--	post
8	--	5-75	ITBS Reading	Multi	6	----	0	--	--	--	--	--	post
9	--	5-75	ITBS Reading	Multi	6	5.90	1	1	--	--	--	--	post

*In Raw Scores, if available; otherwise, specify type of score:

X grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

BROYHILL HOME MATH

Administrative Unit: Haywood County

Code: 447

Signed: Samuel L. Smith

Title: Project Director

Date: September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	----	9-74	Teacher Made Test	------	---	----	--	--	--	--	--	--	pre
2	----	9-74	Metro. Math	Primary I	F	1.40	1	--	1	--	--	--	pre
3	----	9-74	ITBS Math	Multi	5	----	--	--	--	--	--	--	pre
4	----	9-74	ITBS Math	Multi	5	2.55	2	1	--	1	--	--	pre
5	----	9-74	ITBS Math	Multi	5	3.20	4	2	1	1	--	--	pre
6	----	9-74	ITBS Math	Multi	5	----	--	--	--	--	--	--	pre
7	----	9-74	ITBS Math	Multi	5	5.70	2	--	1	1	--	--	pre
8	----	9-74	ITBS Math	Multi	6	----	--	--	--	--	--	--	pre
9	----	9-74	ITBS Math	Multi	6	7.75	1	--	--	1	--	--	pre

*In Raw Scores, if available; otherwise, specify type of score:

x grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Note: "Mean Score" represents average mean score on Math Concepts and Math Problem Solving subtests. Columns 8 & 9 represent combined numbers of students tested on both math subtests.

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

BROYHILL HOME MATH

Administrative Unit Haywood County

Code 440

Signed Samuel L. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	---	5-75	Metro. Math	Primary I	F	1.45	2	1	--	1	--	--	post
2	---	5-75	-------	------	---	----	--	--	--	--	--	--	post
3	---	5-75	ITBS Math	Multi	5	----	--	--	--	--	--	--	post
4	---	5-75	ITBS Math	Multi	5	3.65	4	1	1	2	--	--	post
5	---	5-75	ITBS Math	Multi	5	4.78	6	--	3	3	--	--	post
6	---	5-75	ITBS Math	Multi	5	4.98	6	2	2	2	--	--	post
7	---	5-75	ITBS Math	Multi	6	6.00	2	--	2	--	--	--	post
8	---	5-75	ITBS Math	Multi	6	----	--	--	--	--	--	--	post
9	---	5-75	ITBS Math	Multi	6	6.75	2	1	1	--	--	--	post

*In Raw Scores, if available; otherwise, specify type of score:

__x__ grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Note: "Mean Score" represents average mean score on Math Concepts and Math Problem Solving subtests. Columns 8 & 9 represent combined numbers of students tested on both math subtests.

Report on this form data secured from the following tests:

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2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

ST. JOHN'S READING

Administrative Unit: Haywood County

Code 440

Signed Samuel B. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	1	9-74	--------	-------	---	----	---	---	---	---	---	---	
2	1	9-74	Metro. Reading	Primary II	F	1.38	4	1	2	1	---	---	Pre
3	1	9-74	Metro. Reading	Primary II	F	2.00	1	---	1	---	---	---	pre
4	1	9-74	Metro. Reading	Inter.	?	3.14	5	---	1	2	2	---	pre
5	1	9-74	Metro. Reading	Inter.	?	----	---	---	---	---	---	---	pre
6	1	9-74	Metro. Reading	Inter.	?	4.50	2	---	1	1	---	---	pre

*In Raw Scores, if available; otherwise, specify type of score:

X grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

Report on this form data secured from the following tests:

1. California Achievement Test (1970 Ed.)
2. Comprehensive Test of Basic Skills (1968 Ed.)
3. Gates MacGinitie Reading Tests
4. Iowa Test of Basic Skills (1971 Ed.)
5. Metropolitan Achievement Test (1970 Ed.)
6. Sequential Tests of Educational Progress, STEP, Series II (1969 Ed.)
7. SRA Achievement Series (1971 Ed.)
8. Stanford Achievement Tests (1964 Ed.)

ESEA, Title I TEST REPORT
FY 1975 Evaluation

St. John's Reading

Administrative Unit Raymond County

Code 440

Signed Samuel A. Smith

Title Project Director

Date September 28, 1975

(1) Grade	(2) No. Schools	(3) Month and Year	(4) Name of Tests and Subtests	(5) Level	(6) Form	(7) Mean* Score	(8) Number Tested	(9) Number of Students (Percentile Ranks) 1-10	11-25	26-50	51-75	76-99	(10) Pre or Post
1	1	5-75	Metro. Reading	Primary I	F	2.20	2	---	---	---	1	1	post
2	1	5-75	Metro. Reading	Primary II	G	2.00	4	1	1	2	---	---	post
3	1	5-75	ITBS Reading	Multi	5	3.00	1	---	---	1	---	---	post
4	1	5-75	ITBS Reading	Multi	5	4.20	5	---	3	1	---	1	post
5	1	5-75	ITBS Reading	Multi	5	----	---	---	---	---	---	---	post
6	1	5-75	ITBS Reading	Multi	5	5.15	2	1	---	1	---	---	post

*In Raw Scores, if available; otherwise, specify type of score:

X grade equivalent, _____ percentile, _____ stanine, _____ other, specify _____

APPENDIX A

HAYWOOD COUNTY SCHOOLS
Waynesville, North Carolina

Staff Development Activities
Title I

The inservice program for Title I personnel has been approved by the Division of Staff Development for one (1) unit of certificate renewal credit. A description of the various activities appears below. Please note the involvement of teachers and aides in certain of the sessions, and the opportunity to decide what topics will be handled at the three unscheduled sessions.

Description of Content and Activities

Teachers employed under the Title I ESEA project in Haywood County for 1974-75 school year will meet on seven different occasions throughout the remainder of the year. Sessions will alternate between morning and afternoon schedules, generally following a 9-12 and 1-4 format. Four sessions will be formal in nature conducted by outside consultants in areas of corrective math, and interpersonal relations. Three sessions will be informal and will provide opportunity for activities based upon additional areas of concern identified by Title I personnel. Teachers and aides will be jointly involved for certain sessions.

Type of Evaluation (for those desiring certificate renewal credit)

Each teacher involved will prepare a written report covering her plans for implementing improved approaches to her area of instructional responsibility in light of the information and concepts dealt with in the various sessions. The report will be written as the inservice program progresses and will be turned in at the conclusion of the inservice program.

Sessions

Harry Wong - January 14-15 - "Motivating the Unmotivated" (All Title I teachers and aides)

Dr. Mary Anne Byrne - February 17 - "Reading In Math" (All Title I teachers)

Dr. Charles Galloway - March 13 - "Non-verbal Communication" (All Title I teachers and aides)

Dr. Betty Yarborough - March 27 - "Reading in the Upper Grades" (Title I reading teachers)

Dr. Robert Jones - February 27 - "Math Skills at Grade Level" (Title I math teachers)

Claude Voight - May 8 - "Centers" (Title I Teachers and Aides)

Materials Preparation (all day) - June 4 (Title I Teachers and Aides)

Three Additional Sessions - Topics to be determined by Title I personnel

Activities outlined above are designed to include regular Title I project personnel, the Broyhill Home teacher, and Part C project personnel.

Appendix B

System Wide Grade Equivalents

For purposes of comparison with Title I results, pre and post test scores on a system wide basis appear below for the four relevant subtests in grades 3-9. Gross overall gain or loss is recorded.

VOCABULARY AND READING

Grade	Vocabulary Pre	Vocabulary Post	Reading Pre	Reading Post	Vocabulary Gain or Loss	Reading Gain or Loss
4	4.12	5.01	4.18	5.12	+.89	+.94
5	4.83	5.78	4.75	5.96	+.95	+1.21
6	5.79	7.03	5.98	6.86	+1.24	+.88
7	6.59	6.89	6.82	7.36	+.30	+.54
8	7.87	8.25	7.98	8.82	+.38	+.84
9	8.13	8.74	8.44	8.92	+.61	+.48
Averag Gross Gain Grades 4-9					+.72	+.81

MATH CONCEPTS AND MATH PROBLEM SOLVING

Grade	Math Concepts Pre	Math Concepts Post	Math Problem Solving Pre	Math Problem Solving Post	Concepts Gain or Loss	Problem Solving Gain or Loss
3	3.03	3.77	3.08	3.90	+.74	+.82
4	3.76	4.77	3.87	4.59	+1.01	+.72
5	4.95	5.84	4.94	6.02	+.89	+1.08
6	6.26	7.20	5.90	6.72	+.94	+.82
7	6.94	7.42	6.61	7.42	+.48	+.81
8	7.96'	8.82	7.87	8.66	+.86	+.79
9	8.58	9.36	8.37	9.28	+.78	+.91
Average Gross Gains Grades 3-9 -					+.81	+.85

Appendix C

Other Relevant Statistical Data

(Title I Performance in Vocabulary)

Below, in chart form, is a statistical summary based upon standardized test results indicating progress made in the area of vocabulary development. Information was obtained from Metropolitan and ITBS subtests in Vocabulary (Word knowledge) and is reported in terms of general averages for all children involved at a given grade level.

Grade	Grade Placement		Grade Equivalent		Difference		Gain or Loss	% Gain or Loss
	Fall	Spring	Fall	Spring	Fall	Spring		
1	1.2	1.8	----	2.03	----	+.23	----	-----
2	2.2	2.8	1.76	2.40	-.44	-.40	+.04	+9.1%
3	3.2	3.8	2.52	3.06	-.68	-.74	-.06	-8.8%
4	4.2	4.8	3.25	3.80	-.95	-1.00	-.05	-5.3%
5	5.1	5.8	3.60	4.50	-1.51	-1.30	+.20	+13.2%
6	6.1	6.8	4.24	4.99	-1.86	-1.81	+.05	+2.7%
7	7.1	7.8	4.94	5.39	-2.16	-2.41	-.25	-11.6%
8	8.1	8.8	5.72	6.54	-2.38	-2.26	+.12	+5.0%

In order to place the information above in proper context and weight it in terms of numbers of children involved, the chart below records the data on the basis of specific child-by-child averages for participants at each grade level. In addition, averages reflect the total of all participants on whom there was appropriate pre and post-test data. The "Participants" column reflects the number of students on whom there was pre-test data. There is therefore some discrepancy between that number and the number of students whose scores are represented in the "Average Gain or Loss" column.

Grade	Participants	Average Gain or Loss	Total Gain or Loss	Average Diff. FAll	Total Diff. Fall
2	69	+.10	+6.90	-.47	-32.43
3	92	-.06	-5.52	-.69	-63.48
4	232	-.04	-9.28	-.95	-220.40
5	217	+.24	+52.08	-1.53	-332.01
6	169	+.07	+11.83	-1.86	-314.34
7	163	-.19	-30.97	-2.17	-353.71
8	107	+.12	+12.84	-2.42	-258.94
	1049		+37.88		-1575.31
		2.40% Gain			

Percent Total Number of Participants by Grade Level
(Reading)

Grade	No. of Participants	% of Total
1	92	7.3%
2	73	5.8%
3	104	8.3%
4	253	20.2%
5	237	18.9%
6	185	14.8%
7	191	15.2%
8	118	9.4%
9	0	0
10	0	0
11	0	0
12	0	0